



Waves of Change: Innovation and Diversity in Practice

Creative ability: untapped potential

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International Creative Ability Network

The Model of Creative Ability Interest Group

Community of MoCA practice

- Need to be part of a community of MoCA practice as a motivating force
- MoCA communities of practice in South Africa and the UK
- UK: contextual/environmental influences on innovation
- Innovations for the future: untapped potential

Innovation

The introduction of something new; a new idea, method or device:
novel

To be innovative an idea, product or an approach has to be new in the context it is to be applied



Visionary thinker

Wendy Sherwood

Carla van Heerden

Annie Heining, Head of OT Service

South Essex Partnership NHS Trust

- innovation as “a process which adds value or comes up with solutions to problems in a new manner” (The International Fund for Agricultural Development)



A community of practice - passing on knowledge and skills (Lave and Wenger year)

- A group of people that share a concern
- Have shared beliefs, knowledge, skills, language, vision
- Have an explicit interest in maintaining their concern

‘Old timers’ or ‘masters’

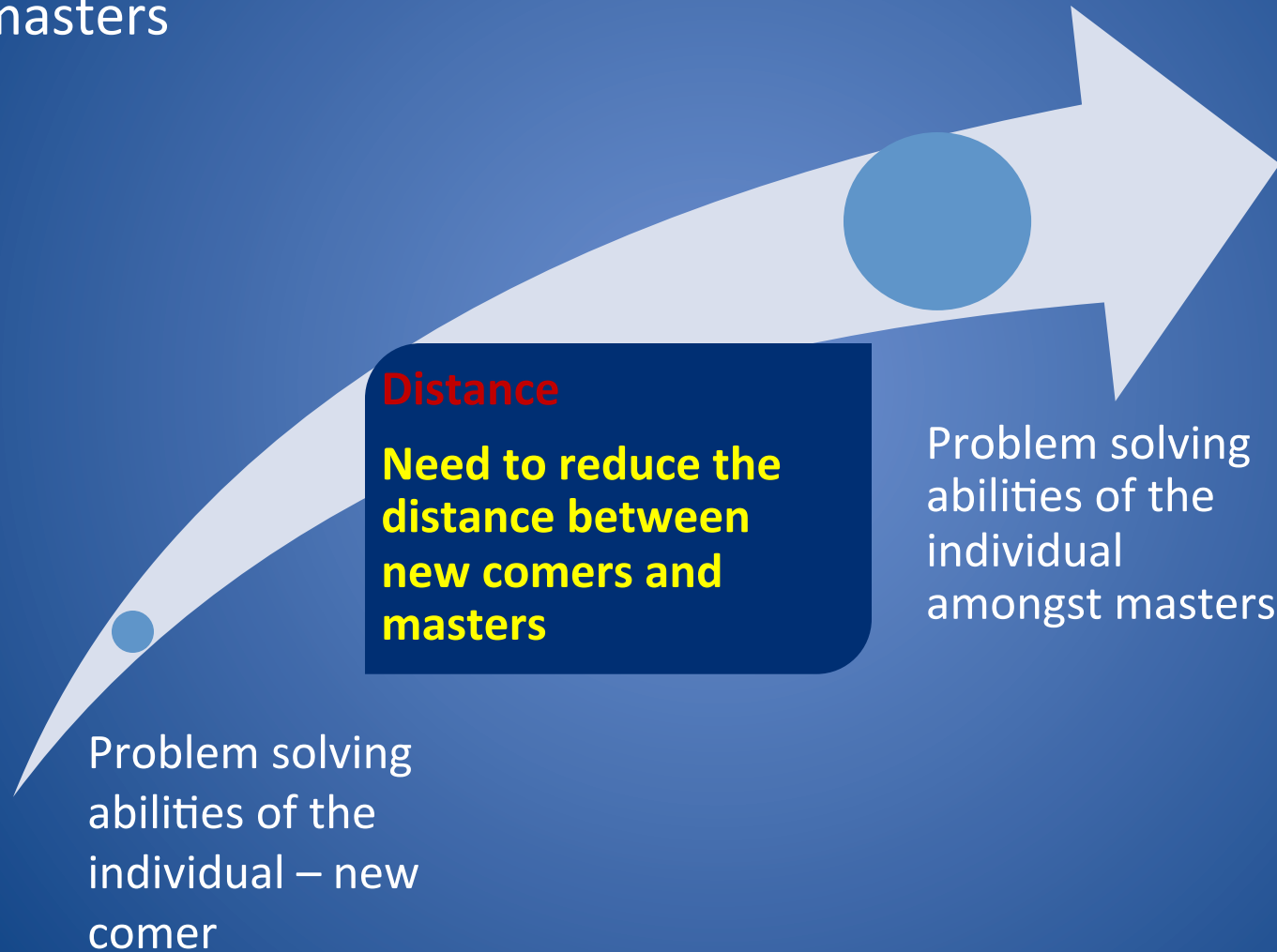
‘newcomers’

- ‘scaffolding’ between ‘new comers’ to a community of practice and ‘masters’ with experience and knowledge enables the passing on of knowledge and skills in the form of apprenticeship

Theory of creative ability

- It is through *participation* that we become something new
- There are times when a person needs to turn towards another and have that person turn towards him/her, and in being and doing together, share responsibility for who the person becomes - change.

Participation in the community requires *opportunities* for 'new comers' to *participate* in the community and learn from masters



Carla van Heerden

Stage 1:
gain knowledge:
understand the
model



Passing on knowledge: literature



- Chapter, not a full text
- Very difficult for newcomers to understand:
- concept formation
- quality of patients' performance
- Amongst other components of creative ability, initiative is not defined and the extent of its importance is not apparent

MoCA assessment

- No published assessment tool with detailed guidance on performing the assessment
- For newcomers, the assessment is a task that cannot be effectively undertaken
- MSc: methods and processes of assessment

Communities of practice share common language and understanding

- OPAs / spheres
- Sleep as 5th sphere
- Splinter skills
- Frame of reference, theory or model?
- Model of Creative Ability
- Model of Creative Participation
- Motivation and Action

Assessment of creative participation



The background features a complex digital theme. It includes a light blue globe on the left, a blue and white DNA double helix structure winding across the center, and a dense pattern of binary code (0s and 1s) in various shades of blue and white. The overall aesthetic is high-tech and scientific.

Stage 2: Gaining and passing on knowledge

www.modelofcreativeability.com

The Model of Creative Ability

Interest Group - MCAIG

www

Wendy

Presentations:
OT
conference

Teaching MoCA
at uni -
students talking
about model to
others

MoCA
taught at
Colchester
School of OT

Coventry
University

**Providing placement
education**

MCAIG
contacts
Training – by
2008 = 300
trained

**Progress with MoCA in
practice; talking
positively to colleagues
in other regions**

South Essex

MoCA into BSc
(Hons) OT



model of *creative* ability
interest group

This website is dedicated to Vona du Toit and all the occupational therapists who have contributed to the continued teaching and practice of the Model of Creative Ability. Particular recognition is given to the University of Pretoria, University of the Witwatersrand and the University of KwaZulu-Natal

The aim of this site is to share research, information, knowledge and skills related to the teaching, practice and development of the Model of Creative Ability, and to encouraging and supporting international collaboration for the further development of the model.

- MCAIG Award for occupational therapy support workers
- MCAIG-Sherwood Travel Bursary
- MCAIG-Sherwood Research grant

MCAIG Awards





model of *creative* ability
interest group

- News and announcements: events, training opportunities, presentations
- Newsletter – ‘*Participation*’
- Travelling MoCA
- Assessment
- Treatment activities

Community
mental
health

Vocational
rehab and
rehab

Acute and
PICU

Older
People

Forensic

discuss and share information
Identify CPD needs and organise activities
Co-writing for publication
Co-presenting
Generating research ideas and undertaking
research together

Paediatrics

MoCA and
MOHO

Learning
disabilities

Physical/
other fields

Head
injury/
neuro

Partnership in MCAIG

Actively commit to:

Developing the frame of reference for MCAIG and shaping its development and direction

Communicating ideas for research and current research projects

Sharing current approaches/methods of providing undergraduate education on the model and/or application of the model in practice

Communicating local CPD opportunities and needs related to MoCA

Partners in MCAIG

2006 SEPT

2007 BSc (Hons) Occupational Therapy team:
University of KwaZulu-Natal







The Model of Creative Ability enables occupational therapists to do occupational therapy and be occupational therapists.

Equally, the model enables clients to experience mastery/success through participation in occupation.

Inspired by the model, the name 'I can' relates the model well to the experience of healthcare professionals and clients alike



Louise Howlett

Sensory integration trained and she assists with teaching OTs about the importance of sensory stimulation for patients in the first levels of creative ability



INTERNATIONAL CREATIVE ABILITY NETWORK
Enabling growth to full potential through creative participation



Chris Baron

Diploma in Therapeutic Drumming

Provides workshops on how to grade and present drumming activities four levels of creative ability

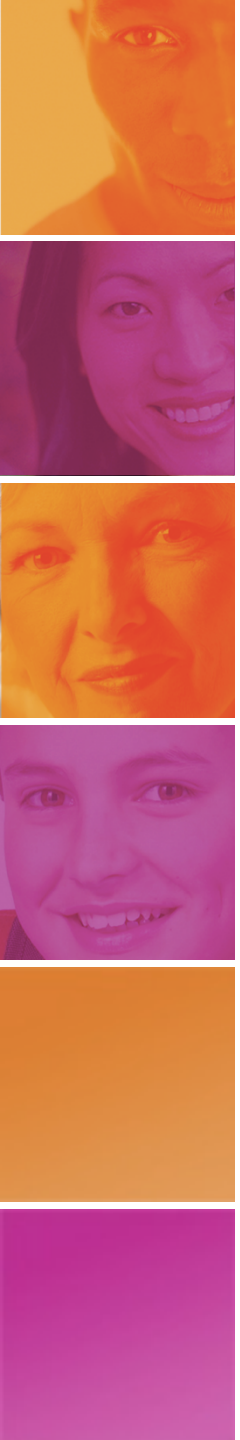


Ria-Lize Theart

Workshops for healthcare assistants /support workers

'Enabling clients to participate in activities'

Supports the work of MoCA OTs and the ward activity programmes



Professional Development for Occupational Therapists

MSc module: Model of Creative Ability

Sharon Rautenbach

Sharon Green

To gain a critical understanding of:

- the philosophical and theoretical influences underpinning the development of the model
-and informing the assessment of creative ability and treatment for the recovery and/or maintenance of creative ability
- how occupational therapy tools of practice are integrated into the model



	tone	self differentiation	self- presentation	Passive Participation	Imitative participation	Active Participation	Competitive Participation
action 行為	無志向 無計画	偶発的 構成的or 破壊的 (1-2step)	探索的 (3-4step)	かなり結果 中心的 (5-7step) 実験的	結果中心 (7-10ステップ)	卓越した独創性、規 範/期待	結果中心
Volition 意志	自己中心 生存維持	自己中心 自他認識	自己の表現の試み 不確か	強い 技能達成に向く	良 質 の 結 果 に 向 く、 適切な行動	結果・手順の改善に 向く	他者との参加、自己の比 較 & 評価－他者との関 係性
Handle tools & material 道具・素材を扱う	不明	簡易日常用具（食 器）、操作性低い	活動の基本用具 参加、操作性低い	適切 技能低い	良い	自発的	非常に良い
Relate to people 関係を取る	意識せず	瞬間的に意識する	個人識別 接触、意思疎通の試み、 表面的	意思疎通	意思疎通/ 相互交流	親密な対人交流 他者を助けること可	適応、考慮する、気配り
Handle situation 状況に応じる	異なる状況に 気づかない	気づかない 能力顕在化	常同的 応じる、努力するが不 確か/内気 部分的T/C 複合的 概念	追従者、多様な状 況で相当に統制	多様な状況を統制、 適切な行動	ニーズに沿って評価、適応、調節 問題に対処できる	
Task concept (T/C) 課題の概念	課題概念なし 基本概念	課題概念 なし/基本要素的	複合的 概念 簡単、馴染の活動 質の低い結果	道具T/C 拡張、複合的概念 (抽象的要素)	包括的課題概念、抽 象的概念の統合	抽象的な論理的思考	
Product 結果	なし	なし		結果は良質 (期待の気づき)	良質の結果 (期待に添う)	一般就労レベルの結果 適応、修正、評価、向上可 期待に上回る	
A s s i s t a n c e s / Supervision needed 援助・監視の必要性	全介助 監視(24h) 要介助	身体支持 常時監視	課題達成には常時監視 要	定期監視	指導、監視： 定期、：新たな活動/ 課題::機会、熟知する 活動	正式の訓練が指導には必要、責任を持つ、他者を 管理する	
Behaviour 行動	異様 失見当識	異様 少しの反応 失見当識	時に変わった行動、躊 躇、不確かな試み	追従者、受動的参 加、機会	社会的許容 症状は全般に統制	許容範囲 独創性表現、基準に 反する決断も	社会的許容-正しい、多 様な状況に適応、行為・ 行動を計画
Norm Awareness 規範の認識	留意せず	留意せず	規範の気づき始め	規範の意識 (期待の認識)	規範に従う (期待/要求/標準)	規範を超える(規範よりもさらにさらに良い、適応) 活動-状況-多様な状況への段階づけ	
Anxiety & Emotional Response 不安・情動的反応	限定的な 反応	限定的な反応、無 制御の基本的情動、 快/不快顕在化	多様な反応、低い自尊 心と不安 未制御	多様&不安 未制御	情動の全範囲-殆ど 制御、努力する。	微妙な相違、思いや り、自己認識↑、不安	新たな場面→不安、正常 範囲の情緒的反応(不安 動因)
Initiative & Effort 自発性と努力	留意せず	自発性無 瞬間、最小、持続し ない努力	努力は一貫せず、欲求 不満体制低下持続	多様、努力の持続 に要指導	期待や要求にされた、 持続的	一貫性、独創的	一貫性、独創的
Total		1					
level of Creative Ability	Passive presentation						
レベルの段階	Patient Directed						





National Model of Creative Ability Occupational Therapy Conference: 'Transformation'

Sharing how the Model of Creative Ability
contributes to the transformation of clients,
healthcare professionals and services

Multi Sensory Stimulation for mental health care users on levels tone and self differentiation

The Therapeutic Functional Level Assessment for mental health care users on levels: tone to imitative participation (Kobie Zietsman)

Metamorphosis by MoCA (Annie Crofton and Michelle Taylor, Kneesworth House)

Introducing the MoCA to Japan: challenges and achievements

Case presentation from Japan (Yoshiko Nakano and Takeshi Misawa)

Animation in Therapy (Helen Mason, Consultant OT, Animation in Therapy Ltd)

Sensory Stimulation (Flo Longhorn, Consultant in Special Education)

Sensory integration and trampolining in learning disabilities: a case example

(Esther Day and Lauren Tinning, SEPT)

Implementing the Model of Creative Ability in an acute mental health inpatient setting

(Owen Chinembiri and Sharon Green, SEPT)

Transformation and integration within an adolescent medium secure service

(Belafonte Hosier, St Andrew's Healthcare)

Transforming Lives through Meaningful Occupation: Introducing the Pool Activity Level

(PAL) Instrument for occupational profiling (Jackie Pool, Managing Director, Jackie Pool Associates Ltd)



Dain van der Reyden



Yoshiko Nakano



Takeshi
Misawa



Flo Longhorn



Kobie Zietsman



Jaqui Schon

Innovation

- Vision and persistence
- Hard work made easier through working collaboratively
- Exciting and rewarding
- On-going evaluation

Innovation for MoCA

- Name the model
- Write the model – review of theoretical framework
- Publish
- Authors and responsibility
- Research and publication



- “Its theory is not consistent with its principles and aims.
- Their treatment goals are determined by the developmental level they identify and according to that a set of activities for treatment are defined and prescribed **without** considering personal interests and/or the dynamics of aspects that make up people’s occupational competence and identity unique”.

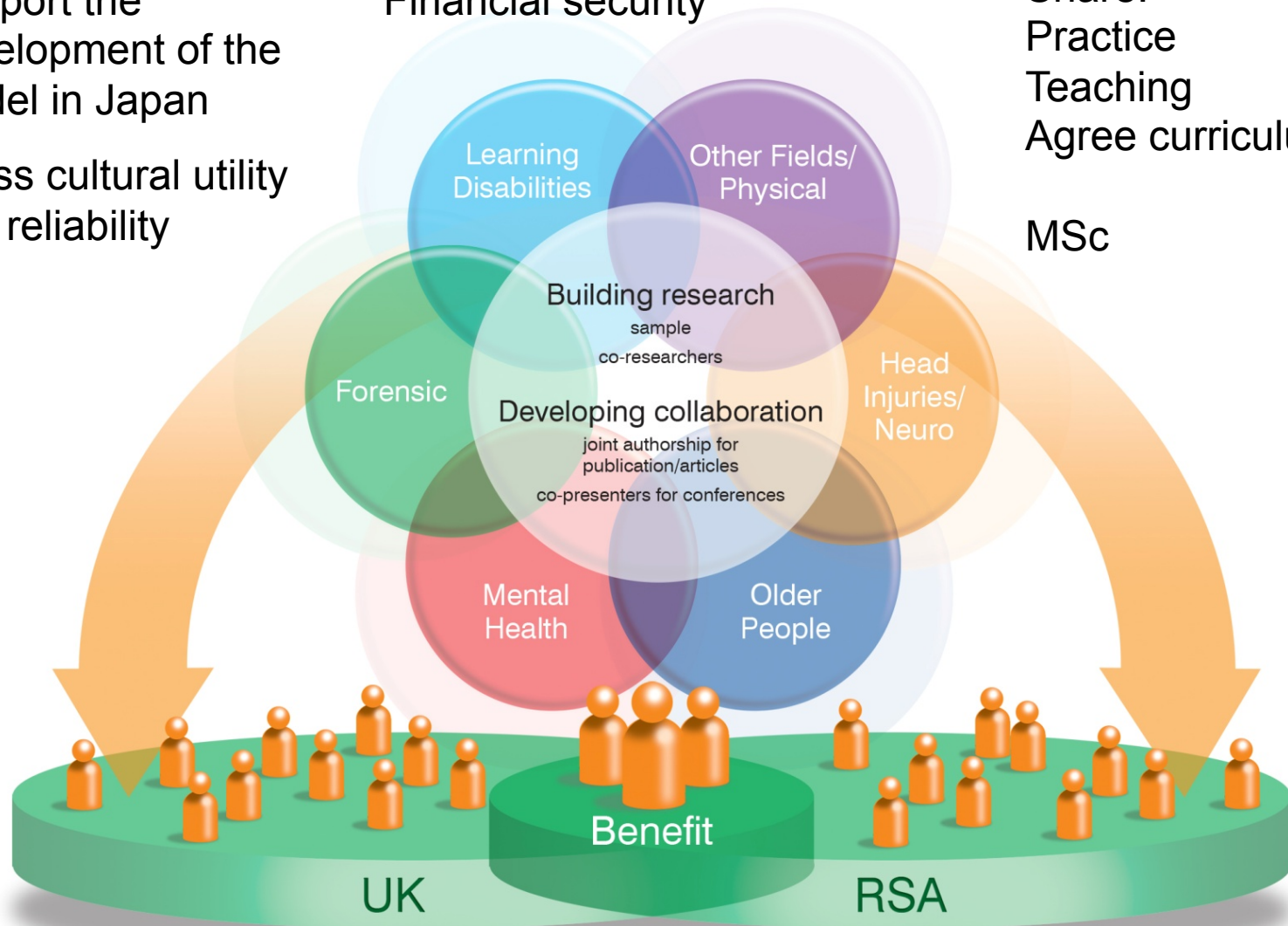
Support the
development of the
model in Japan

Cross cultural utility
and reliability

Financial security

Share:
Practice
Teaching
Agree curriculum

MSc



“models are only maps, not territories”
(Hocking and Whiteford 1999)

innovation – something new – is the result of:
awareness of ourselves and of our needs

of the demands placed on us by the environment and the
opportunities within it

a receptiveness to those demands and opportunities

a positive response with a decision to participate

innovation is a result of creative participation.

What would Vona have to say?

“Get on with the jobs and complete the model”

“Use your initiative”

“Think creatively and apply maximal effort”



2010

Model of Creative Ability
Occupational Therapy Conference:
'.....?.....'

Be inspired – innovate!

